

# The **ATM** MAGAZINE

OFFICIAL ORGAN OF THE  
**ALBERTA TEACHERS' ASSOCIATION**

MAGISTRI



NEQUE SERVI

VOLUME XVII

NO. 11

## THE PURE SPRING WHENCE KNOWLEDGE COMES

Finally, a true education depends upon freedom in the pursuit of truth. No group and no government can properly prescribe precisely what should constitute the body of knowledge with which true education is concerned. The truth is found when men are free to pursue it. Genuine education is present only when the springs from which knowledge comes are pure. It is this belief in the freedom of the mind, written into our fundamental law and observed in our everyday dealings with the problems of life, that distinguishes us as a nation.

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# THE A.T.A. MAGAZINE

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## THE PRESIDENT'S NEWS LETTER

July finds the majority of our members many miles removed from last year's classrooms. A few of us have been forced to remain rather near home because all monies due were not received, but many are having a well-earned holiday. At least fifty per cent of the teachers of the Province, hoping to combine work and play, are enrolled at one of the three summer schools. Four hundred are in University courses, eighteen hundred and thirty are attending Department of Education courses at Edmonton, while nine hundred and fifty are registered in similar courses in Calgary. Surely next year's classroom work will be more interesting for thousands of pupils.

### Edmonton's 1937 Summer Session

Look at these enrolments in a few of the Edmonton classes: Enterprise Education, 550; Dramatics, 400 in each of two classes; Junior Business, over 100 in each of six classes; Typewriting, over 50 in each of nine classes; Choral Music 180.

Classes are held in the Arts Building, St. Joseph's College, St. Stephen's College, the Normal School, Pembina Hall and Garneau Public School. There are three visiting instructors: Miss Lothrop, Los Angeles, lecturer in Enterprise Education; Miss Savage, Montreal, lecturer in Art; Miss Smith, Moose Jaw, lecturer in Health.

We are advised that there is an unusually good tone to the group this year and that more enthusiasm is shown than in 1936. True there are teachers who feel aggrieved that they must attend summer school to qualify in the options of the intermediate school and of Grade X. Undoubtedly low and unpaid salaries made it difficult for many teachers to take this training. It is not easy to be philosophical when worrying about a shortage of funds but probably it is true that with two well-attended summer sessions behind us, we face little of the so-called compulsion. Also it is comforting to know that we have qualified, that we are ready to do better work with our pupils and that we have greater security in our positions.

### Our Office Staff

The office staff has not been holidaying. The changed legislation relating to contracts, the re-established Board of Reference and efforts to regulate minimum salaries have given the office staff of the A.T.A. a busy time. One bit of evidence only: From Easter, 1936 to Easter, 1937, 760

cases were handled by the office; from Easter, 1937 to June 30th, 1937, 774 cases were considered. Of the latter number, 120 related to minimum salaries and contracts and 113 to unpaid salaries.

### Board of Reference

The Board of Reference began its hearings in Edmonton on July 25th, with Judge Matheson presiding. Up to the present approximately thirty appeals have been considered by the Board with the result that over twenty teachers have been reinstated. The Calgary Board meets on Tuesday, August 3rd; the Edmonton Board will continue its hearings on Thursday, August 5th.

### Committee on Certification

The Committee on Certification has presented its report to the Executive, who, in turn, are requesting the Department of Education not to curtail in Grades X and XI the teaching privileges of second class teachers whose Inspectors' reports indicate that they have taught successfully the work of these grades. Special consideration is requested also on behalf of deserving war veterans.

### Discipline Committee

In June one complaint was investigated thoroughly by the Discipline Committee. Four additional cases are now being reported to them. The majority of the charges relate to unprofessional conduct of members in obtaining, or seeking to obtain, positions already held by fellow-teachers.

### Research

A further study of pensions must be made if the Executive is to have concrete suggestions to lay before the Government when pensions are under discussion. Mr. H. C. Clark (Edmonton) is undertaking a study that should provide the facts we need. The Vegreville local has arranged to cooperate with Mr. Clark in this study.

It is hoped that other groups will follow the lead of the Vegreville local and advise the office of problems which they are willing to study and report upon. The library appropriation will be used to purchase all books, pamphlets and reports required.

### C. T. F. Conference

The sixteenth conference of the Canadian Teachers' Federation will be held in Toronto on August 10th to 14th inclusive. Alberta will be represented by Past President Ansley, President LaZerte and the General [Continued on page two]



## George H. Van Allen, K.C., M.L.A.

Solicitor to the A.T.A., 1918-1937



After a lengthy illness, Mr. George Van Allen died at Rochester on June 15th in his forty-seventh year. Born in Dundas County, Ontario, Mr. Van Allen attended public and high school in the East. Coming West in 1910, he entered Normal School at Calgary and after obtaining his teaching certificate, taught in Lethbridge. Later he left the teaching profession to study law, and was graduated from the University of Alberta with the degree of Bachelor of Laws. In 1915 he was called to the Alberta Bar, and from that time until his death practiced law in Edmonton.

Mr. Van Allen's connection with the A.T.A. goes right back to our early beginnings. At the first Annual General Meeting of the Alliance in 1918, a resolution was passed instructing the Executive to choose a legal adviser. The then-Executive gave lengthy consideration as to whom they should appoint. The question was: "Shall we appoint a Barrister of wide repute whose standing alone would lend prestige to the organization, or shall we seek the services of a bright, young lawyer who would appreciate our business for its own sake, and who, therefore, would be disposed to make a specialty of school law and grow up with the organization?" The latter counsels prevailed, and never during the A.T.A.'s long relationship with Mr. Van Allen had the Executive or Members of the Alliance—the Association—reason to do other than congratulate themselves on their choice.

Mr. Van Allen, who, at that time, had just been graduated from the Law School of the University of Alberta, was handsome and boyish looking, even for his years. But his inherent talent, ability and thoroughness, driving force, and, withal, his fine voice and persuasive personality strongly impressed themselves on the Executive. We realized that the A.T.A. had made a "find", and as Mr. Van Allen developed, it became apparent that there was at the constant

disposal of the teachers of Alberta that happy blend of interest and support for the cause of the profession he had left, tempered with a hard-headed, calculating, aggressive fearlessness and a frankness, which became bluntness when the occasion warranted. But few acquainted with Van realized to what an extent his nature was sympathetic and how keenly he felt the troubles of his clients.

Mr. Van Allen's legal career was a brilliant one, but his prominence was not confined alone to legal circles. In 1928 and 1929 he was President of the Edmonton Chamber of Commerce, and in the general election of 1935, he was elected to the Alberta Legislature as a Liberal member for Edmonton. When news of his death arrived in Edmonton, Parliament was in session. By a standing vote of sympathy, followed by an immediate adjournment, the Alberta Legislature paid tribute to Mr. Van Allen.

We, of the Alberta Teachers' Association, regret his passing because we must carry on without his able advice and powerful advocacy; we mourn because one has been taken from our midst who was a gentleman through and through, with whom we felt honored to associate as a personal friend.

### THE PRESIDENT'S NEWS LETTER—(Con't)

Secretary-Treasurer, Mr. Barnett. Among the special reports to be presented and discussed are these:

"Equal Opportunities for all Canadian Children".

"Teacher Training".

"Larger Administrative Units".

"Education Week".

"Scientific Approach to Salary Schedules".

"Visual Education".

"National Magazine and Educational Research".

Conference with Department of Education Officials

On the evening of July 20th your Executive met the Deputy Minister, the Chief Inspector, and the available Inspectors and Superintendents of Schools in an informal discussion of a few problems of common interest. The topics discussed included teacher-grading, organization of divisions, autumn conventions and A.T.A. opinion regarding teacher representation, collective bargaining and salary schedules. There were neither resolutions nor minutes to act as a check to free discussion. Questions were asked and opinions stated by all groups present. Some slightly better understanding of "the other fellow's" point of view undoubtedly resulted. Confronted as we are in Alberta with many changing practices and new problems, we should participate in such conferences more frequently.

M. E. LAZERTE, President.

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# The Historical Study of Our Times

By  
John Liebe, Ph.D., General Shop Instructor,  
Lethbridge

## PART I

### THE PITFALLS OF HISTORICAL SELF-OBSERVATION

The break between "history" and "current events".

The mental distance from contentious issues.

The need for an impersonal fact-grouping principle.

## PART I

### THE PITFALLS OF HISTORICAL SELF-OBSERVATION

A never ending news-reel of "current events" unfolds itself before our eyes; over a hundred thousand people perished in the earthquake at Tokyo, millions of damage; the giant airship "Hindenburg" crossed the Atlantic in just so many hours; the Holy Land is the scene of unrest among Jews and Arabs, and that at Easter time; British, French, and German diplomats rush to Geneva for a hasty move to relieve the tension caused by the Spanish Civil War; a fabulously rich native prince of northern India arrives in London and is received by the king; today this government and tomorrow another one decides to go off the gold standard and a big loan is being floated; the women of Angora unveil in a public demonstration; Russo-Japanese entanglements reported from the Manchurian frontier; important acts of Roosevelt's New Deal legislation are declared ultra vires; Gandhi declares a hartal or strike or fast or whatever it is; general Chiang Kai-shek has been kidnapped, appears again and sets his kidnapper free. We are well accustomed to the amusement of watching the kaleidoscopic changes of the history of our times.

The "current events" that are served up to us as sensational glimpses in the form of well prepared tidbits for the satisfaction of our curiosity, seem to be altogether different from the "history" we used to get in school books. Where the long succession of empires and dynasties, kings and prime ministers comes up to the present, the continuity of historical life is interrupted in our minds by a psychological inhibition.

#### A Break Between "History" and "Current Events"

Although a fair portion of ten school years is devoted to the study of history in some form or other we show little ability or even inclination to link the history we studied with the history we live through. The claim that we learn from the mistakes of past history derives but little support from the poor carry-over of historical understanding from the history lesson in school and college to the adult's conception of our times.

An honest attempt to understand the history of our times leads us into a net of difficulties that arise over the conflict between fact and desire. The pitfalls of historical self-observation are many. We may be willing enough to judge coolly, but we do not want to hurt our feelings or weaken our self-respect, or upset our self-confidence. We hate to admit prejudice and would not for anything forego that satisfaction that comes from the recognition of our neighbor's difficulties or their backwardness. We are liable to exaggerate what concerns ourselves and is ever present in our minds, and we unconsciously push into the background what appears to us close to the vanishing point of geographical distance.

Because of the close contact between the civilizations of the world everybody is somehow involved in everybody's business. So all the problems of the modern world become contentious issues. The writer of school books on history—who, of course, wants his outline authorized by the educa-

tional authorities—carefully steers around the most vital facts of the day with an "it remains to be seen" and evades commitment by merely pointing to "problems that are for the future to face". So the young generation which is the future, is relieved from the obligation to worry their brains about it. This state of affairs is supported by the official contention that about the latest events of history no other but personal opinions can be held. In order to play safe governments either expect the schools to spread the government's official view or to refrain from the expression of personal views on religious and political matters. Both positions have their danger: the first breeds servility, the other cowardice: though it must be admitted that, at times, the heated political atmosphere of the day leaves no other alternative. But such emergencies should not be made a general excuse for overlooking the most vital needs of intelligent citizenship. A casual, dilettante, personal opinion on current events can be lifted into an historical understanding of the age by gaining the proper mental distance from contentious issues.

#### The Mental Distance from Contentious Issues

The confusing mass of current events should be sifted and grouped in the light of the largest historical perspective that our historical knowledge permits. This long-distance view of history would not be so difficult if it were not for the bewildering variety of historical traditions that are reflected in the various school systems of the world. The Chinese give their classical history a direct moral application—a procedure which is not so very different from the lessons in bible history common in the West. The Hindus look at their history as so many stages toward spiritual perfection, a picture in which the long chain of foreign invasions appears as a test of their religious tradition. In the Islamic world history and theology are as strangely interwoven as in the actual events of the story of the caliphates. In Russia history serves like any other educational activity—the formation of the mental attitude which a good Communist should have. The nations that belong to the Western Civilizations have always colored their instruction in history with the tinge of their political aspirations, looking for their due share in the glories of the past. Both Germany and France treat Charlemagne as the founder of their political tradition; Italy likes to claim the whole of Roman history as a prelude to her own; the students in the young Czechoslovakian republic are reminded that it was John Huss who started the Reformation and that the father of the public school was really Komensky whom other nations call Comenius. Bulgarian history, we are given to understand, began when emperor Tiberius organized the Roman province Moesia; Britain evolved democratic institutions and her overseas possessions are a guarantee for the safety of ocean traffic, her political rule a training for self-government. All these historical traditions can no longer remain in idyllic isolation; they come in ever closer contact like the civilizations to which they belong. Seeing all these historical pictures as part of one single picture gives us the true perspective of world history, provides the mental distance for an historical understanding of our times.

The mentalities of the civilizations which are revealed through their historical traditions (and incidentally through their method of historical instruction) enter into the history of our times as a very powerful factor. The problems of our age should not be seen through the historical perspective

of one single civilization because the predominant feature of our age is the increasing contact between the civilizations of the globe. The psychological study of the contact of the five civilizations that have survived to our day is the key to understanding of the history of the twentieth century. No other approach can solve the most urgent problem that faces the student of contemporary history.

#### The Need for an Impersonal Fact-grouping Principle

At a time when news covering every detail of life accumulates in a flood of printed matter, when most events cut across the boundary lines of nations and civilizations, the old methods of grouping events are utterly useless. The reign of a ruler, the term of a president or premier, the beginning or end of a war, are merely surface events under which forces of deeper significance and wider range are hidden. How the student may break through the limitations of personal opinion and, to some extent, even through the narrowness of the historical tradition to which he belongs, will now be described in the attempt of a psychology of historical contact.

(Part II of "The Historical Study of Our Times" will appear in the September number of the A.T.A. Magazine).

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TEACHER'S NAME (in full).....

HOME ADDRESS..... School Address.....

Present School District..... No.....

When did you commence teaching in above District?.....193..... Annual Salary \$.....

Name of Previous School District..... No..... Address.....

When did you leave previous school?.....19.....

Permanent Certificate (yes or no)..... Class..... Signature.....

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I taught in above District up to.....193.....

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Dated this.....day of.....193.....

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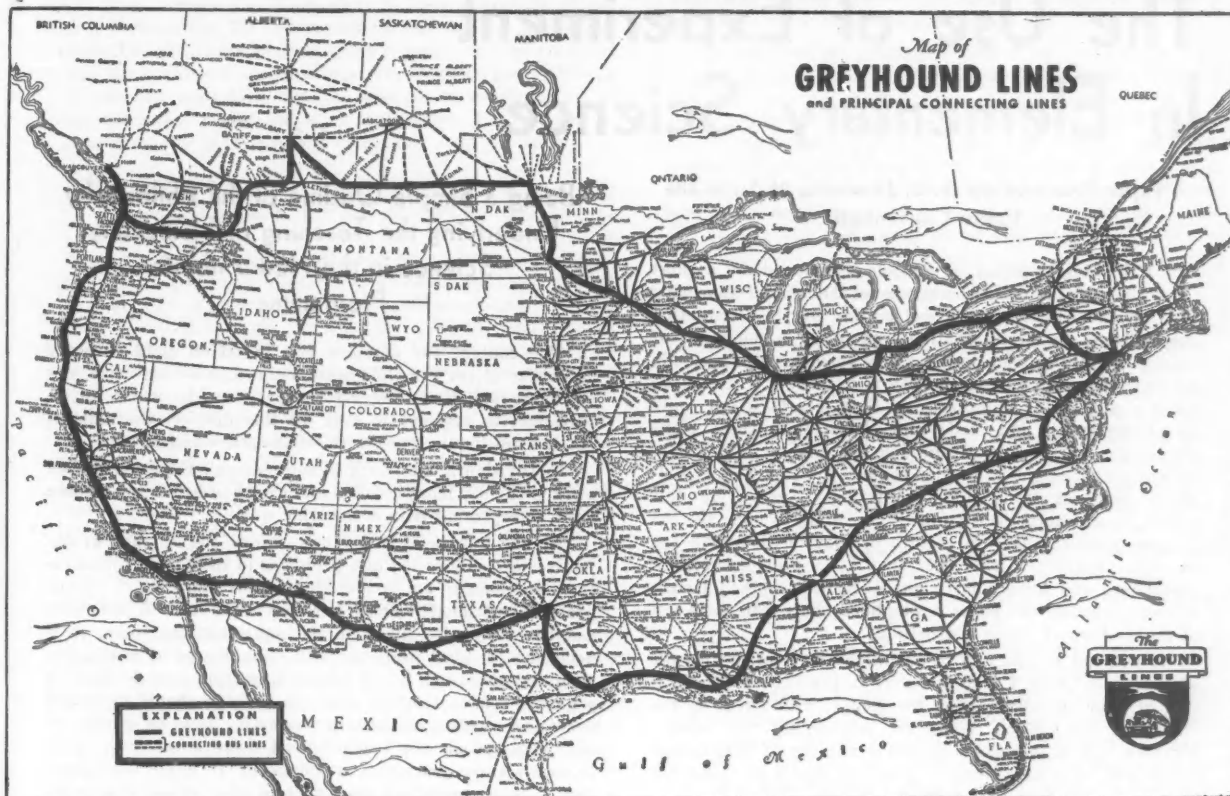
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# The Use of Experiment In Elementary Science

A Paper Presented by A. L. Doucette, M.A., at the  
Easter Convention

THE Chief Inspector of Schools telephoned me a short time ago, requesting a paper on the subject appearing in the Elementary School section of the Convention proceedings. My first intention was to do a minimum of talking, merely supplementing a few remarks with specially prepared charts and diagrams. My next thought was to have made a number of miniatures of these charts which could be photographed and made into slides. Both these plans would have been too costly in time and money. I then considered that it might be wise to conduct a number of experimental demonstrations suited to Divisions 1 and 2, but this struck me as impractical. So lastly, recalling to mind the old Chinese proverb that: "a picture or diagram is worth ten thousand words," I requested that I be provided with a blackboard and some colored chalk. By this method I shall attempt to make this paper a simplified chat, with some use of the medium of visual instruction.

It will not be possible to go all the way on the matter of experimentation. I shall endeavor to present a crystallization of your already existing knowledge, with stress on the "how" of our science course and not merely the "what". My main aim is to leave with you a number of impressions which will serve to stress the practical aspect of classroom work in the teaching of elementary science.

## Our Course of Study

In order to consider the possibilities of experimentation in our Elementary Science programme it is necessary to have a clear idea of the content and the point of view in the course itself. The plan of the course is not really startling nor is it entirely new. Just as Social Studies is a fusion of History, Geography and Civics, so Elementary Science is a fusion of Nature Study, Biology and Physics. (See fig. 1) I can imagine how it would be possible to fuse Social Studies and Elementary Science; with just a little more fusion, we have an enterprise.

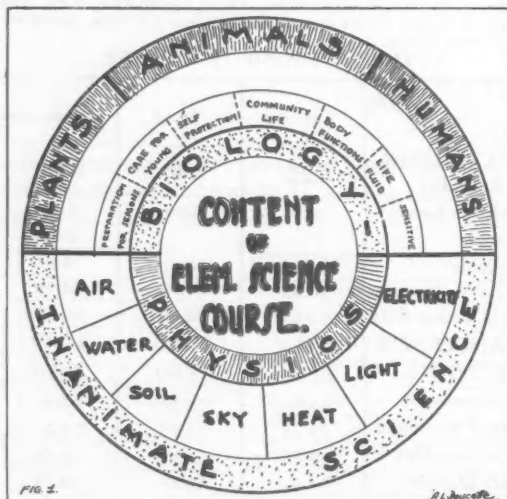


FIG. 1.

## Being a Simple Outline of the Philosophy Underlying the Teaching of Elementary Science in the New Alberta Programme

The content for Division 1 is based on child curiosity and observation. The child must see, feel, and hear what goes on about him. He is eager for experience; he wishes to investigate, to explore, to test. In this division the child is not too much concerned with whats, whys and causes.

In Division 2, the work is more casual. Experimentation work is slightly more detailed and the child learns to examine data, interpreting it in a scientific way.

As our Course of Study now stands, major units or objectives are subdivided into problems in the form of declarative statements: e.g. under the major unit "Air" is the problem statement: "There is water in the air." Whether we use the enterprise plan, or the subject-matter plan, it is necessary to select problems with some degree of continuity, such that there will be no overlapping from year to year. In a graded school, teachers within a division should meet and decide on topics from each of the major units by grades. In ungraded schools the teacher must make a selection to fit in with a three-year-cycle arrangement. In either case there should be no repetition from year to year within a division. A planned scheme should be used rather than a hit-and-miss method of selection.

## The Scheme of the Course

The old plan of science teaching supposed that the child's mental growth was serial or saltatory with abrupt changes from division to division. That is to say, the child proceeded from a collection-observation stage, to a memory stage, and then to a reasoning stage. The present plan is one of continuous enlargement of knowledge. (See fig. 2). The same problems, principles, and generalizations enlarge from grade to grade. The big topics of life such as: "life and environment," "change," "energy," "sky," "cause and effect," repeat and enlarge in such a way that they represent child-living in an ever-widening environment.

## Aims of the Course

The main aims of the Elementary Science course are twofold: (1) to supply a small measure of content, but more especially to establish a point-of-view, valuable to children from ages seven to fourteen. (2) to see that this content contributes to the preparation for more intensive science study in the Intermediate school. The training must be practical and experimental. The general theme is one of doing, discovery, and experimentation in order to prove or disprove problems, ideas or hypotheses. The child is a natural experimenter because he is naturally inquisitive. This curiosity is very predominant in school children. The "why and the how", which we term "cause and effect" enter the child mind in pre-school years. We recognize it in such questions as: What holds the stars up? Where does the sun go after dark? Where does the snow go? Will the snow come back next year? Experiments, which follow the scientific method after the manner of research workers, will serve to answer many of the child's problem questions.

## Engineers of the Course

How to make the Elementary Science course significant is a problem not for course-makers, but for you, the engineers. The architects have designed a course and have handed you the plans and specifications. They expect you to handle equipment, materials, and to superintend construction. In the discussion period following my remarks I should like to hear how you engineers are succeeding with the edifice.

## Information and Content

The content subjects, in which category we might include Elementary Science, have come in for a lot of unfair criticism in recent times. This has been due to the alleged process of pouring-in-content, so common and so prevalent in many of our schools. There is a definite endeavor to break away from this mode of treatment. Verbal and written explanations often do not explain, because they are too abstract. Concrete experiments will serve to replace detailed content. An abstract item like "air pressure", which we cannot see, taste, and often do not feel, must be made clear by some type of experimental activity. In Division 2 it is stated that: "heat and electricity are produced by chemical action." What is "chemical?" What is "action?" Unless we have chemicals, unless we are able to show chemical action, by means of demonstration, then, I say, we should discard the problem. So with the idea of a "Voltaic pile"; without experimentation it is insignificant and impossible of complete understanding.

In spite of the preliminary remarks under Electricity and Magnetism in Division 2 to the effect that the statements are not to be taught as theory but shall give the pupil experience, it is necessary to have understanding. Such terms as: lodestone, dry cell, mechanical generator, dynamo, magnet, circuit, conductor, like poles attract, sulphuric acid,

detecting electric current, electrical energy, mechanical energy, will require careful treatment in an experimental way otherwise their significance is completely lost.

At one time, the pouring-in-method was used rather than a leading-out process. The brain was like a gallon measure but unfortunately it soon filled up, and the overflow was never retained. Our Elementary Science never sinned greatly in this regard except perhaps in the expectation to name all plants, animals, insects, and even the number of eggs a bird laid. It is time that we got away from the use of technical and highly scientific terms in our elementary and intermediate schools and introduced terms that are completely understandable.

## Importance of Elementary Science Teaching

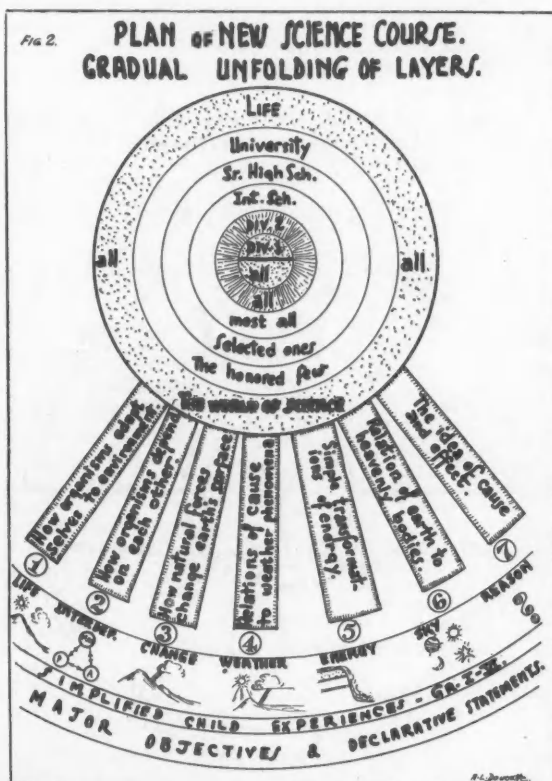
Elementary Science as a school subject is of great importance to every boy and girl who enters school. Every teacher and pupil comes into automatic contact with it. The purpose in teaching the subject is to develop an understanding of our natural environment and to show how man has controlled it. The child must appreciate that man was given very elemental materials with which to experiment; viz., earth, air, water, soil. Any activity or experiment programme must take account of these environmental factors, and must make the practical work hinge around these major units or objectives. The child must further appreciate that from these four simple materials man has made such elaborate things as cars, ships, refrigerators, radios, carburetors, food, shelter and clothes.

It will soon be realized in science study that man is a forward-looking experimenter, wishing to progress and better his living conditions. As a problem solver, he launches out onto projects, be they in the realm of finance, government, art or music. He tries, and derives satisfaction in success. If he fails, he profits by his errors and leads off into new fields. Edison's proportion of success to failure in experimentation was often as high as one to five hundred.

The child is not born with inherited knowledge of man's scientific achievement. The chief way for him to gain experience in the realm of science and discovery is by experimentation work in school. Bacon pioneered the concept of modern refrigeration by a simple experiment of burying a chicken in snow in order to preserve it. When a simple experiment was performed to show that evaporation produces cold, as experienced in standing around in a wet bathing suit, a scientific principle was evolved which was later to be applied in cold storage plants. After a surmise that ethereal space between earth and sun was not heated because of its vacuity, man tried out a thermos bottle. Franklin's kite experiment told him of a terrific force which he would have liked to bottle up. It remained for Steinmetz to perform what Franklin wished to do. The kite experiment led on to wireless telegraphy, and this in turn to radio, talkies, and television.

The child must realize that we live in an age of power—an age of science—and that man on this earth is great. A simple experiment with a vane wheel will illustrate in a simple way, man's control of the forces of air and water. The child must be introduced gradually to the wonders of our great age and not be content merely to gaze at the marvels of science without a scientific understanding of them. Man, and man alone, has been responsible for our modern achievements: the Boulder Dam, Panama Canal, the Queen Mary, the Graf Zeppelin, the Quebec Bridge.

You may ask yourselves what bearing this has on my announced subject. My proposition is that science more than any other subject, has created our new epoch and that our experimental scientists, more than any other group, will lead our civilization forward.





Our new enterprise procedure is concerned primarily with the integration of the non-skill subjects. Enterprises pre-suppose purposeful activities to be engaged in by the children. Recognizing this principle, the course architects must of necessity look to the subject-matter fields for tasks, activities and experiments. The reading department can only go so far; so with the writing department. Realizing that activities comprise mental, manual and emotional types, it is essential that children go beyond the work of reading, telling and writing on a topic. Herein lies the function of science experiment work. We must guard against making a fetish of enterprise fusion to the extent that children fail to secure the essential meanings of our science course. (See fig. 1).

Information through activity of a physical nature, is superior to that obtained by a strictly mental type such as reading. Pupil activity guarantees pupil retentivity. It is useless, I contend, to teach the electromagnet or telegraph in Division 2 unless the child has an opportunity to construct, handle and try out these pieces of equipment. Two dimension diagrams will not teach the concepts to be established. The perceptual and visual learning, i.e. the experiment, must be the first part of the learning process.

Just as activity finds its origin in activity, so likewise experiment finds its origin in experiment. The child must be experiment-conscious; he must feel the need for the activity; the experiment must be related to his real life; the pupil must do the searching and the discovering with a minimum of teacher help. Activities and experiments must challenge the interest of the pupils. Merely to perform an experiment is not sufficient; there must be a definite urge to perform the task, which urge is not difficult to bring about so long as the child knows where he is heading.

In the actual experimental work the information and observations must be shared by all members of the group. I do not favor the part-group committee plan in experiment work, but feel that all class members should follow all stages of the experiment problem.

### The Place of the Teacher

The teacher-load of informational mastery has been changed to one of careful planning for maximum individual benefit. Today the teacher is expected to guide such activities as the following: Child reading, the discovery of information in books, pamphlets, the making of illustrations, graphical representation of fact, notebook records, oral and written compositions, improvising of apparatus, and motivation of experimental work. By means of blackboard heading or leads the teacher stimulates the study so that the child is eager to proceed. The study is no longer a teacher-speech-making process. Illustrations and explanations are supplied by the teacher in order to drive home the big ideas of science. She prevents the child from wandering into irrelevant byways and suggests ways to make the work attractive and real.

## Experiment is Experience

Again, experiment is experience, because each experiment must have a definite application, either locally, or in the more remote environment. If experience is a great teacher, then experiment is an absolute necessity in our elementary programme.



that all topics may be handled in an experimental way; nor, again, is experimentation considered the full substitute for science study. Many a topic will call for no experimentation. Experiments are but a part of all science activities. In addition to experimenting the child is to read, study, construct, summarize, write, collect, observe, dramatize.

#### Experiments in Divisions 1 and 2

Any science experimentation in Division 1 must be of a simple order e.g. the effect of freezing water. The physical concepts to be established are few since the child is more keenly interested in observations out-of-doors. The science approach should be made through Nature Study.

In Division 2 the child passes through a transitional period. Children of today talk of transformers and antennae just as adults did in by-gone days. The biology stress of Division 1 gives way somewhat to the physical stress under sky, water, electricity and heat.

#### How to Experiment

The experiment must be definitely related to the topic in hand. The aim is discussed and materials assembled before the children, or better by the children. If a trial fails, re-try; for anything may happen, or not happen. Children must be on the watch for observations—something happens—the experimenter's curiosity has been partly satisfied, but it remains for him to interpret the observation for complete satisfaction. The conclusion is summed up in his own terms and then he records his discovery. His final thought is the use to be made of the newly discovered information and its application in life. Re-reading follows for additional information. (See fig. 4).

#### Time for Experiments

The New Course of Study suggests no time distribution. I consider that 100 minutes per week should be given to Elementary Science in Divisions 1 and 2. In rural schools, 30 minutes of this time is "directed" and 70 minutes "undirected". It is impossible to state what proportion of these 100 minutes would be "experiment" time. I say: experiment as much as possible.

Science is a continuous study running through four seasons in our latitude. Experimental work should be related to the seasons e.g. erosion study in spring, water forms in winter, strength of frost in winter and so on.

#### Place for Experiments

A great deal of science should and must be taught outside the school. Children will delight in working out-of-door in nature's laboratory. Apart from experiments performed out-of-door, a science corner set apart from the rest of the classroom is a necessary part of every school. Here the pupil may handle, arrange, and examine materials. This is the science workshop, with the "out-door" a huge ante-room. The indoor "lab" contains shelves, bottles, and simple equipment, along with a display table. The latter may be hinged on the wall or on the front of the science cupboard, with folding legs for support. (See fig. 5).

#### Tools for Experimentation

Time will not permit of elaboration on tools and devices. I shall merely mention them: **Notebooks** must be kept and the contents carefully planned. **Apparatus** must be improvised whenever possible. The chart is a useful device for establishing a concept. (See fig. 6). The lab-stencil is a valuable tool,

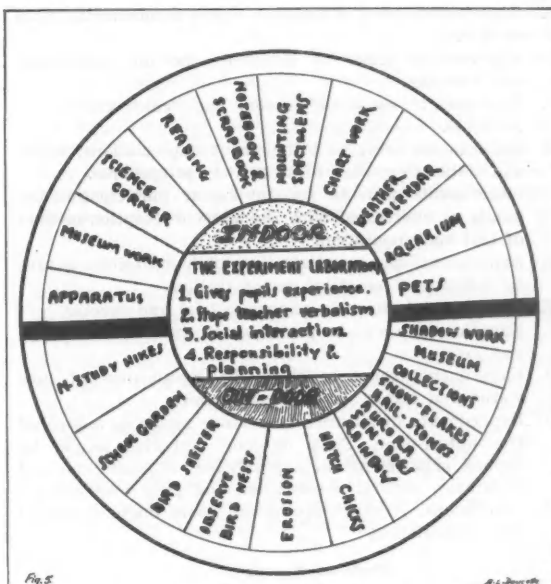


Fig. 5

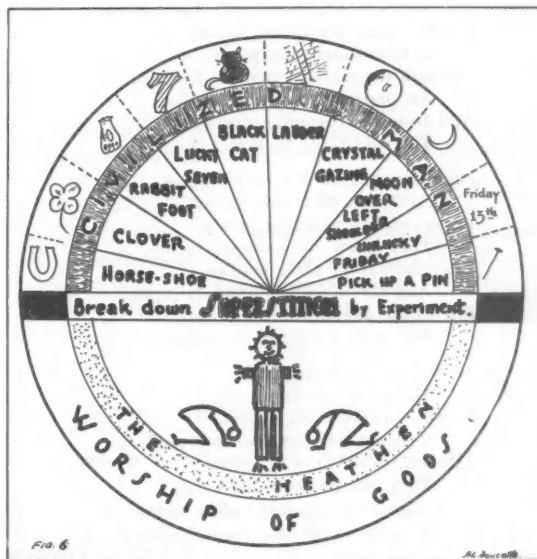
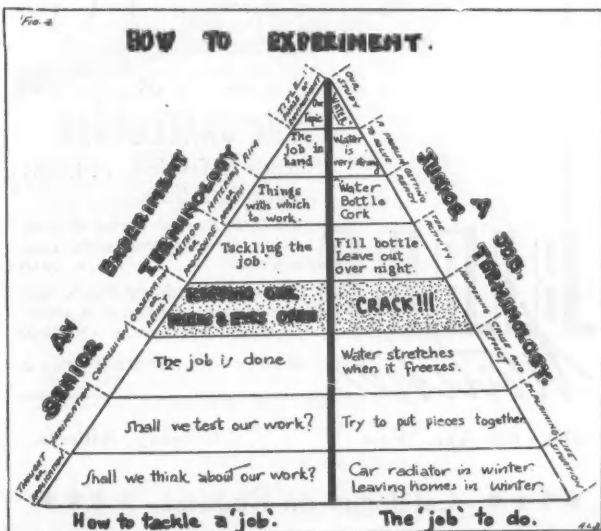


Fig. 6



as valuable as a hammer and saw to a carpenter. Texts are tools of utmost value. Two generations ago, suitable school literature of a supplementary nature as we know it today was practically non-existent. Today many fine publications exist, such as the *Pathways to Science* series wondrously suited to elementary levels. The use of color in drawings as a discrimination device rather than for decoration is especially effective.

#### Equipment

Simple types of equipment are most effective for junior work. No elaborate materials are necessary. By a careful synopsis of possible activities in Divisions 1 and 2, the teacher may draw up a list of equipment needed for proper experimentation. (The speaker then guided a simple experiment to illustrate the substance of his remarks.)

#### Conclusion

I should like to sum up the ideas which I have tried to convey on the "Use of Experiment in the Elementary School."

1. Experiments serve to establish simple fundamental ideas in science.
2. Experiments serve to eliminate the old traditional fact learning.
3. Experiments serve to develop the "cause-and-effect" principle.
4. Experiments serve to bring about appreciations, skills, and abilities expected of an activity programme.
5. Experiments provide for intelligent participation by pupils as contrasted with the passive-reception-method of text book recitation.
6. Experiments aim to satisfy the child's inquisitive nature by methods of practical demonstration.
7. Experiment is science; science is trial and success.
8. Experiments serve to prove or disprove ideas or suppositions.
9. Experiments serve to show the significance of new words and terms. (e.g.: electrolysis)
10. Experiments in nature's laboratory result in a love of the out-of-door. Such outdoor activities might be termed experiments in appreciation, requiring natural apparatus, natural observation, and your own natural conclusions. A very appropriate poem might illustrate this appreciation.

#### Birds of Passage

When the maples flame with crimson  
And the nights are still with frost,  
Ere the summer's luring beauty  
Is in autumn's glory lost,  
Through the marshes and the forests  
An impervious summons flies,  
And from the dreaming northland  
The wild birds flock and rise.

From streams no oar hath rippled  
And lakes that waft no sail,  
From reaches vast and lonely  
That know no hunter's trail,  
The clamour of their calling  
And the whistling of their flight  
Fill all the day with marvel,  
And with mystery, the night.

As ebb along the ocean  
The great obedient tides,  
So wave on wave they journey  
Where an ancient wisdom guides;  
All through the haze of autumn  
They vanish down the wind,  
With the summer world before them  
And the crowding storms behind.

PETER McARTHUR.

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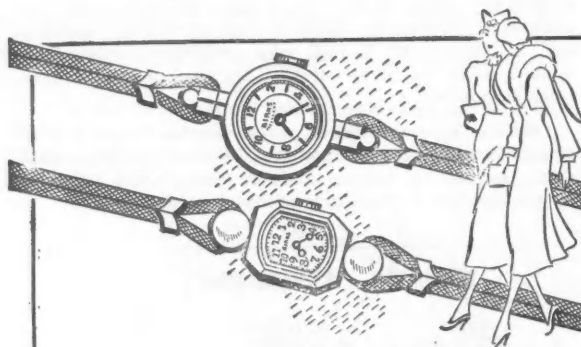
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The A.T.A. Magazine

# Canadian Teachers' Federation News

## For Youth's Sake

Surely we owe to the next generation the kind of education that will release its fullest intellectual powers to grapple with the problems of its day.

Our own ideas and doctrines have not solved our own problems. They have not done so in any generation. But we only store up trouble for our children when we use our schools to pass on to the younger generation doctrines which may already be obsolete or doctrines which we can merely calculate will fit some future day. No generation can see clearly the demands of the future.

I do not believe that youth should be indoctrinated with our own prejudices or our own hopes. Instead, I believe that youth should be taught how to think clearly; how to reason; how to weigh evidence; how to be constructively critical. This is the major task of education.

Young people thus trained should be better able to meet new situations, because they have learned not what to think but how to think; not what to believe but how to earn a belief; not what an answer is but how to find an answer. They will be prepared to build finer communities than we have built, if they are thus taught.

The very idea of "a finer community" suggests changes—improvements of the present over the past; improvements of the future over the present. The question mark boldly written across the horizon today concerns not whether change is coming but how it will come and what course it will take. Will the process of democracy, of group decision, enable society to move forward in a peaceful way? The answer to that question depends largely upon how soundly we are able to strengthen the educational foundations of a democratic society. And for the sake of youth—home, school and community should co-operate towards that goal.

—J. W. Studebaker, Commissioner of Education, in *School Life*, May, 1937.

## The Aryan Clause

The Conference of Polish teachers which brought together several hundred delegates in Warsaw refused by a majority of all against four to introduce into the Statutes the "Aryan Clause" which would have involved the exclusion from the Union of all Jewish teachers.

## Wanted: Lower Ideals for Teachers

A teacher from one of the cities in Illinois reports that she is being dismissed this year with a statement by the Superintendent that her ideals are too high for the town in which she is teaching and that he would advise her to seek employment in a university. There is good reason to believe that the real cause for the dismissal is the fact that the teacher has reached the maximum salary and that a new teacher (perhaps one with ideals sufficiently low) can be employed at several hundred dollars less.

*The American Teacher*, May-June, 1937.

## Norway Pension Fund

The Pension Fund of Norway has in recent years showed a deficit which is growing. The cause is the fact that all public servants are entitled to a pension as if they had paid premiums from the moment they were appointed. The Minister for Social Welfare is planning progressive payments to prevent the Fund from disappearing. The premiums of 10 per cent are figured apparently too low.

## Habits of Civic Efficiency

An article in the last issue of the *Journal of the National Education Association* contains some very suggestive reading. May we quote two paragraphs:

looked upon not as a preparation for future citizenship but for the **present citizenship**. The student is encouraged to read about and to discuss the problems of the day in order that

"Current history makes its greatest contribution if it is he may be an intelligent citizen now. He is induced to form habits of reading, thinking, and conversing; habits of discovering, criticizing and evaluating current materials; habits of suspending judgment; of looking for conflicting points of view; of independence. The reason he is induced to form these habits is, first, that they will make him an independent, intelligent, and effective citizen; and, second, that these habits, if continued—as all habits long practiced are likely to be—will assure the sort of never-ending civic education which will make him an effective citizen in five or twenty years."

"If time is given in schools for a continuous study of current economic and political questions, if these questions are studied through wide and discriminating reading, if the work with them is made the occasion for practice in impartial truth-seeking, and if attention is ever focused on the general welfare rather than narrowly selfish interests—if these things are done in the schools, the boys and girls may be expected to develop habits which will continue through their lives and which will sustain them in the never-ending quest for social and political wisdom."

## At Ten Years of Age

The Education Department of the London County Council is giving to every ten year old child in the London schools a booklet entitled "Now that you are ten years old". This booklet describes the various kinds of training possible for the child and the possibilities of employment in connection with each. It is intended to be of assistance not only to the child but also to the parents in the question of the pupil's further education.

## Irish National Teachers' Organization

The dual campaign for full security of tenure and restoration of the 1920 salary scale developed into a special Irish National Teachers' Organization Congress which was held in Dublin in January, 1937. Both resolutions demanding "that teachers be paid the scale of salaries embodied in the 1920 arbitration award" and "that present official regulations be so altered as to ensure full security of tenure for all teachers, and that no teacher's salary should suffer as a consequence of a declining attendance were carried unanimously.

—*The Irish School Weekly*.

## Restoration of Salaries

After 1929 salaries throughout the world began to fall, in some localities tumble. The decreases were particularly

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marked in rural areas especially in those countries where one-school units obtained. In the countries and provinces where larger units or Federal units governed educational organization, the decreases were less and more uniform and the recovery more marked. Indeed, in countries having the larger unit, such as Great Britain, New Zealand, Australia, South Africa, and some of the European countries, salaries are practically restored and in some instances the actual sums taken off were restored.

In America the cities, which are larger units, received smaller cuts than the rural areas, and most of the larger cities are now back to normal.

In the Dominion the two parts which have suffered most are the rural areas in Quebec and Manitoba and certain parts of Saskatchewan. The basis of taxation is very small and a very large part of the school expenditure is chargeable against the local unit, consequently in those areas teachers' salaries are shamefully low. Even when the grants are increased in some instances—as in the case of Manitoba where the Legislative grant was increased \$50.00—it is becoming apparent that School Boards are not inclined to use this extra grant for the restoration of salaries, but in the towns, which again is the larger unit, many of them are using this extra money to make restoration of teachers' salaries.

A circular from the Ontario Secondary School Teachers' Federation reports that the salaries for nearly all the cities and large towns have been settled for the coming year and indicates that restorations in that Province are the order of the day. The following will indicate some of the restorations in Ontario:

Ottawa, full restoration; on January 1st, 1937, the Toronto teachers had the reductions restored, as well as their regular increments. Hamilton is making progress and further restorations in this year have been made. The Windsor teachers are to get 10 per cent restoration of salary cuts; York Township teachers receive 8 per cent restoration; Peterborough to get back 5 per cent of their 15 per

cent cut; Kitchener-Waterloo C.I. and V.S. have \$5,170 increase for 38 teachers; Port Arthur C.I. and V.S. will get in September 12½ per cent out of their 27½ per cent cut. Welland teachers below \$2,000 will get \$100 last year and \$50 this year increase; the higher paid teachers expect \$50 extra. Sudbury plans to give their secondary teachers 20 per cent restoration but they really received only 10 per cent. Pembroke teachers got 5 per cent restoration, which leaves them still 10 per cent below; Guelph maintained salary increments during the depression, and so did Cobourg, Fort William, Oshawa, Perth, Peterborough, St. Thomas, Kingston (\$50 instead of \$100). London got \$50 towards restoration and may during 1938 receive more. Hawkesbury got \$70 to \$100 retroactive to January 1st. The Chatham teachers received their increments, as well as one-half of the cuts which varied from 10 per cent to 12½ per cent. Dundas receives 5 per cent from January 1st, 1937. Weston approximately 5 per cent restoration; Niagara Falls, 4 per cent; Renfrew teachers will get one-half of their 15 per cent cuts; Schumacker teachers will get increases of \$100 to \$200; Nepean High School, one-half of the 15 per cent reduction starting April 1st. Rockland High School, one-half of the original 10 per cent deduction; St. Thomas 5 per cent; St. Catharines, an increase.

So it is evident that the Ontario teachers are participating in the general prosperity of that Province as reported and emphasized by commercial organizations.

#### International Studies

The Graduate Institute of International Studies has a splendid programme for the academic year 1937-38. Among the speakers will be Professor Deak, of Columbia; Sir Alfred Zimmern; Professor Mears; Professor Laski; and M. Andre Siegfried. For information teachers should write to the Secretary of the Institute, 15 Promenade Du Fin, Geneva, Switzerland; or to Sir A. E. Zimmern, 149 Bambury Road, Oxford, England.

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# A Budget of News from the Locals

## ANDREW

The regular meeting of the Andrew Local was held in the Andrew School, June 4, at 4 p.m.

Mr. Paul Savisky gave a very interesting report on the Teachers' Convention. A discussion followed his report.

After the meeting Mr. L. Kostash invited all the teachers to his home where Mrs. Kostash served a delicious lunch. Everybody spent a very pleasant evening.

It was decided to hold the next meeting on September 10.

## CEREAL-CHINOOK

Following is a brief report of the last meeting of our sub-local.

President C. Denny conducted the meeting of the Cereal-Chinook sub-local of the A.T.A. held on June 5 at Miss Duff's school. Miss E. Topping, as secretary pro tem, read the minutes of the previous meeting, after which Mr. Denny gave a report of the work covered by the executive of the Acadia District Local. Miss Duff was elected as representative of this sub-local.

Following a motion to adjourn, those present enjoyed a picnic supper in Miss Duff's residence.

## CHIPMAN

The Chipman Local recently held two meetings at the teacherages of the Kalusy School and the Paegge School. At the first meeting the main event was the report of Mr. Diederichs, the delegate to the A.T.A. Easter convention. After the report, discussion of Coronation events took place.

At the second meeting the members had a softball game after which the discussion about the following took place: Mr. Hannonchko's report; Field Day; Grade IX examination questions; Summer School; Moving Picture Prospect.

The following attended these meetings: Miss A. Holowaychuk, Miss I. Anderson, Miss M. Antoniuk, Miss Law, Miss Stashyn, Miss N. Antoniuk, Miss M. Law, Mr. V. Diederichs, Mr. F. Paegge, Mr. P. Kozdrowski, Mr. P. Starko, Mr. Jesten, Mr. M. Antoniuk.

Lunches concluded these meetings.

## FORT SASKATCHEWAN

The June meeting of the Fort Saskatchewan Local was held on June 23 at the home of Mr. and Mrs. Griffin.

After a game of softball, a weiner roast was held. The bonfire, weiners, and also the delicious lunch served by Mrs. Griffin were enjoyed by all.

A sing-song brought to a close the last meeting of our Local for the June term.

## HILDA

The regular meeting of the Hilda Local of the A.T.A. was held in the Hilda High School on June 5. Nine members were present.

After some discussion a motion was passed, modifying our constitution by raising the quorum to six members.

Discussion as to what points our representative, Mr. Hahn, should present at the Divisional Board meeting resulted in a decision that Mr. Hahn ask:

1. That teachers be re-hired as soon as possible;
2. That we receive our salaries by June 30 to facilitate attendance at Summer School.

In view of the School Fair to be held in September, the teachers went over the prize list in detail, making several changes.

The meeting then adjourned.

A special meeting of the Hilda Local was held on June 14 to hear a report from Mr. Kisinger, Hilda member of the Cypress School Division No. 4.

Mr. Kisinger stated, among other things, that a move-ment was underway, to move, if possible, two schools in this district, and make a 3-room school in Hilda.

A salary schedule for next term has been drawn up and awaits approval of the Department of Education.

## INNISFAIL

The Innisfail local of the Alberta Teachers' Alliance held its last meeting of the season Saturday, June 5, at 2:30 p.m. in the Innisfail school.

The guest speaker was Dr. H. E. Smith, associate Professor of Educational Psychology at the University of Alberta, who chose as his topic, "The Problem of the Backward Child in the School" (particularly rural schools). He also spoke on mental tests and grading.

About thirty teachers were present and at the conclusion of the meeting tea was served by Misses Burnett and Law of the Innisfail school staff.

## PARADISE VALLEY

On May 7 the Paradise Valley Local held their second annual Musical Festival. Seven schools, Paradise Valley, Uneeda, Moyerton, Winona, Oxville, Ridgeclough and Empire were represented. Classes in choruses, solos and elocution were heard from 1:00 to 5:00 p.m. Elocution adjudicators were Rev. Teep from Kitscoty and Rev. Dobson from Lloydminster. The solos and choruses were adjudicated by Mr. Prince of Lloydminster. The efforts put forward by the contestants in all classes were a credit to the children themselves and to those who had trained them for their work. Paradise Valley school won the shield for Chorus.

In the evening, commencing at 7:30, the entries in Dramatics class were heard. Three plays were presented: "Little Red Riding Hood", "Uncle George Pops In", and "A Man of Ideas". The second play which was presented by Uneeda school won the shield for plays. At the conclusion of the evening performance Mr. Munroe MacLeod, M.A., Inspector of Schools for Vermilion presented the cups and medals to the prize winners.

On Saturday, May 29, the Boundary District Track Meet was held in Paradise Valley. The grounds were thronged by fifteen hundred children and their parents. The first portion of the day was given over to the track events in which Paradise Valley Village School won 104 points, Edgerton Village School 48 points and Uneeda School 34 points. In the afternoon the softball competitions went into action. Entries numbered over thirty schools. Winners in the softball competitions were as follows: A Boys, Ribstone; A Girls, Paradise Valley; B Boys, Chauvin; B Girls, Paradise Valley; C Rural, Rosemoyne; D. Rural, Crosslynde and Ridgeclough combined.

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## PEACE RIVER

Following is a report of our June meeting. The regular meeting of the Peace River A.T.A. Local was held at the Smoky School on June 5, with Mr. C. W. Pratt as host. After a short business meeting, Miss French gave a talk on conditions in Spain today. This was followed by a talk on Reading by Miss Holmberg.

The meeting then adjourned to the home of Mr. Whitcomb where lunch was served by Mr. Pratt. A game of softball was then played. Afterwards the members hiked into the valley of the Smoky River where a weiner roast was much enjoyed by all.

The next meeting is to be held on September 11, the place to be set later.

## SPIRIT RIVER-RYCROFT

The June meeting of the Spirit River-Rycroft Local was held at the home of Mrs. J. Dodge, in Spirit River, on June 19 at 3 o'clock.

Most of the business consisted of the reading of financial reports, and, in general, completing the business for this term. The president, Mr. Badner, gave his reports on the School Sports' Day expenses, and on the cost of operating the motion picture machine. These were adopted as read.

The meeting was not prolonged any longer than absolutely necessary because one of the gentlemen had a glimpse of what was going on in the kitchen. His haste was pardoned, however, when we all tasted the delicious, appetizing lunch served by Mrs. Dodge, assisted by Miss Henderson. Many, many thanks for such hospitality, Mrs. Dodge. We appreciate it. Over the last cups of coffee, teachers were trying to find the answers to such questions as "What should I do this summer?" or "Shall I be back here in September?"

## ST. LINA

The St. Lina A.T.A. Local held its final business meeting for the Spring term on May 29. All members were present.

A circular referring to the acceptance of a position for less than the minimum wage was read.

It was decided to postpone the Field Day until the Autumn term.

Arrangements were made for a picnic to be held Saturday, June 12.

A dainty lunch was served after the meeting.

## VIKING-WAINWRIGHT—

The Viking-Wainwright local of the A.T.A. held the annual Spring Rally in Viking on June 12. The meeting was well attended and many important questions were discussed.

The election of officers for the coming term resulted in the following:

President, I. S. Reeds, Irma; Vice-President, W. R. Dean, Viking; Secretary-Treasurer, G. A. Taylor, Kinsella; Press Correspondent, M. H. Darrah, Wainwright.

Mr. Martin of Irma gave a report of the Sports' Meet held at Irma. The Meet was quite a success, despite the fact that the weather was rather unsettled.

Mr. Dean of Viking reported on the Annual Convention held in Edmonton at Easter.

Plans for the fall Track Meet in Wainwright on October 1:

The committee in charge is as follows: Mr. I. S. Reeds, Irma; Miss F. Milne, Poplar Hill; Miss M. McEachren, Fabyan; Mr. O. W. Murray, Wainwright; Mr. O. F. Larson, Irma.

Mr. J. A. Smith, our geographical representative gave many worthwhile suggestions regarding the annual Track Meet.

Dr. E. M. LaZerte, President of the A.T.A. was the main speaker of the afternoon. The theme of his address was a "Four-S" program—standards, salary, security and service. The fall Rally of the Viking-Wainwright local will take place at Irma on September 11.

A banquet was held in the Viking Hotel at the conclusion of the meeting. Mr. W. Dean was master of ceremonies. Mr. H. Clark, geographical representative of the city of Edmonton was the after-dinner speaker. He spoke in his inimitable style and kept the guests in a joyous mood. Miss M. Darrah gave two humorous readings.

Dr. LaZerte spoke at a Public Meeting in the Elks Hall in the evening. His message was especially for the teachers and the trustees. He explained the card system now used in Grade IX and spoke of the value of the new course of studies.

The meeting concluded with a general discussion on the changes in the new course and on the larger unit system.

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# LITERARY TASTE

By R. B. F., Men's Educational Club, Calgary

**I**N Literature as in modern social life certain standards of fitness are demanded. A standard is a measure of completeness to which the author must attain if he is to be ranked among the great names of the century. It carries with it a sense of values, helps us to distinguish between the worth while and the trifling, and is an incentive to better production, linking together the great literary productions of the past in a definite brotherhood.

How shall this taste for better books be developed? What are the standards by which a book is tested? How may such standards be improved or raised?

"Literature", says Henry Van Dyke, "consists of those writings which interpret for us the meanings of life in words of charm and power touched with the personality of the writer in artistic forms of permanent interest." These forms include the novel, the drama, poetry, and the essay. Every age has its own particular field, its own tendencies. With Addison we associate the essay, with Pope didactic poetry, with the nineteenth century and its note of romanticism, a more acute interest in persons and things—hence Realists. These later Victorians include of course Dickens, Thackeray and George Eliot. In this connection we note the development of taste from the picaresque characters of Smollett of a previous century to the more fully rounded, more artistic creations of his successor, Dickens, of whom it was said, "Laughter and tears, buoyant whimsical humor adorn his pages."

With Thackeray, his purpose seems to have been to hold the mirror up to the world of wealth and fashion of London society. He is a disciple of Fielding with a wider vision of life and knowledge of human character, regarding his creations as puppets who move upon the stage and then away at the behest of their creator. Both Thackeray and Dickens are realists, painting life as they see it but in different modes. So too, George Eliot with her midland farmers and tradespeople. Her types are distinct and well-rounded—brought into life by the quick womanly sympathy of their creator.

Thus we see a distinct development in form and matter over the earlier writers of fiction, arguing the development of better standards of literary value. Likewise in poetry the ballad of the early clan or tribe has given place to the more modern ballad or lyric such as adorn the pages of Alfred Noyes or John Masefield.

The present decade is marked by a decided broadening out from the writings of the previous century. The essential quality seems to be its relation to life and the life-giving soil. Two of our greatest books of recent years in fiction deal with this: Hamsun's "Growth of the Soil" and Pearl S. Buck's "Good Earth". Here we have man in conflict with Nature, with the primal things of life, his struggles, his victories and his tragedies.

The present age is experimental. To choose new material, to create new forms, to give nurture to all its forces and freely develop them—this seems to be the present objective. Originality, intensity, tremendous vigor, and great breadth of canvas seem to be outstanding qualities.

What next is the aim and purpose of worth-while reading. Let us quote Arnold Bennett: "It is to awake oneself, to be

alive, to intensify one's capacity for pleasure, for sympathy and for comprehension." The spirit of literature is unifying: it joins the candle and the star, revealing unexpected loveliness to the reader who is like a discoverer, a Cortez or Balboa, envisioning new worlds.

This brings us to ask why is a classic a classic? Let us accept Arnold Bennett's definition from "Literary Taste". "A classic is a work which gives pleasure to a minority intensely and permanently interested in Literature. It survives because it is a source of pleasure to even a small body of readers," and he adds, "the one primary essential to literary taste is a keen interest in Literature. If you have that all the rest will come." Taste is a gradual, cumulative acquirement. It grows with reading and reflection. It has two functions: to develop culture and to give pleasure, and just as the great makers of literature are those whose vision has been the widest and whose feelings have been most intense, so the student of literature reads widely and in well-directed channels developing a love for reading and a discrimination, thus intensifying his capacity for enjoyment of the written page, developing sympathy with one's fellows and comprehension of life itself.

He concludes his discussion with these words: "It is a classic because it transmits to you distinguished emotion because it makes you respond to the throbbing of life more intensely, more justly and more nobly."

As regards the content and form of worth while fiction, Bennett offers certain suggestions:

1. Is the matter essentially true, well chosen and worth while?
2. Does it conform to the laws of literary art?
3. Is its spirit sincere, attractive, touched with fine feeling?
4. Does it give a fresh flip to your thinking? Do the characters truly represent human nature? Does the plot show unusual power of invention?

Then too does the work leave a sense of completeness and satisfaction with you? It is in brief, worth while?

These are a few of the questions which meet the reader and these he must answer for himself. With a little variation the test may be applied to poetry or the drama. Has the poem tone, feeling, definite intention? Has the dramatic literature the essential quality of opposition, of conflict? Is the action sustained? It is capable of that wider interpretation, the universal, which is the language of tragedy, that which Raymond calls "the world's pain"?

Lastly, has it flavor, that indefinable quality which creates the taste which lingers? Like the seasoning to well-cooked viands, it is the love of and desire for more. Discrimination and the power of appraisal grow by cultivating to the fullest extent the best materials at our disposal, and with these comes that enduring quality which we call taste.

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# CORRESPONDENCE

Editor, A.T.A. Magazine,  
Dear Sir:

Below is a copy of a letter I am sending to the Department of Education. If you have space will you please publish it so that other teachers will know about it?

Yours truly,  
GLEN CARMICHAEL.  
Stony Plain, Alberta.

Department of Education,  
Edmonton, Alberta.

Dear Sirs:

I wish to submit two suggestions. Will you please give them your consideration.

First: That a winter session be arranged for teachers similar to the present summer session; that unemployed teachers be sent to substitute in schools whose teachers wish to attend the winter session; that teachers so attending receive pay as for teaching. It is not our fault that we were not taught "enterprise", typing, junior business, dramatics, etc., at Normal; and we were given permanent certificates.

Second: That the Department furnish at cost writing paper or scribbles of the type and spacing required by the course for Grades I, II and III at least. We can't get even rulers graded in sixths and inches, and the exercise books that parents and boards buy are not blessed with one inch lines interspaced with quarter-inch lines.

Yours truly,  
GLEN CARMICHAEL.

Editor, A.T.A. Magazine.

Dear Sir:

I write this letter in answer to an article by W. T. Roycroft of Coaldale in the June issue of the A.T.A. criticizing a previous article by Mr. Rands. If the views expressed by Mr. Roycroft can be published in any educational magazine, I have no doubt that your sense of justice will allow the printing of these comments upon them.

I am principal of a school in which the Grade IX Social Studies course is taught. To anyone who has the slightest knowledge of the subject, it is evident that the Grade IX teacher must frankly discuss controversial issues. Mr. Roycroft is greatly in fear that this will be done. Somebody

might tell the truth about something. This would be a Bad Thing.

Mr. Roycroft insists that we are in a country of free speech and progressive ideas. The first is proven by the Canadian Criminal Code, the second by the fact that Great Britain and Canada are the only two countries left who refuse to expand their credit to meet the needs of the people. Our progressive and up-to-date economic knowledge is indicated by the Economics text used in Grade XI in this province, written by a man who has devoted his life, not to show how a good system should work, but to show various false reasons why a bad one doesn't.

Mr. Roycroft's elephantine irony about the Empire following Alberta along the path of progress is well taken. If there is any progress, Alberta will have to make it, hampered from without by well-financed propaganda, and from within by Mr. Roycroft et al.

Mr. Roycroft's approval of the attempt by certain forces in Edmonton to muzzle the only Alberta university professor with the courage of his convictions is a demonstration of his part in progressive thought.

Mr. Rands is referred to as "he of the open mind"—an accusation, we surmise, from which Mr. Roycroft will always be secure. I know Stanley Rands well. To say that he lacks faith is a slander. To say that he is an ultra-radical will draw a broad smile from all radicals.

There are 82 religions in Canada. One hopes that Mr. Roycroft will never offend the followers of any of them.

Stanley Rands should, of course, bow before Mr. Roycroft's criticism. Mr. Rands is only a Rhodes scholar. On Mr. Roycroft's criticism of Bertrand Russell, however, little comment is required. The lion deigns not to punish the jackal.

Mr. Roycroft doesn't like Bertrand's pessimism. It must be a strain to whistle past so many graveyards.

Mr. Roycroft quotes a gospel of optimism from the pen of Mr. Sidney Dark of London. Light from the dark.

Mr. Dark is "a hard headed person not to be bamboozled by test tubes". The attitude is faintly familiar. The same sort of people poisoned Socrates, imprisoned Francis Bacon, and tried to murder Galileo.

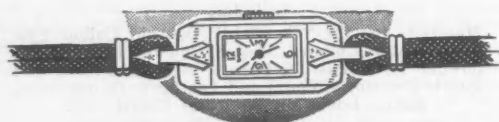
I quote the last paragraph from "More Prosings" by Mr. Roycroft. "The out and out unbeliever is, of course, a fool; but he is not half such a fool as the people who call themselves Christian Platonists". And this amiable columnist is attacking the expression of "personal views on questions of a religious nature"!

I ask you to publish this letter, Mr. Editor, to that the teachers who are not steeped in medieval ignorance or smothered by the mask of hypocrisy will know that they have one comrade.

Sincerely yours,  
W. SCOTT MacDONALD.

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